**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade:**  2nd Grade | | | **Date(s)**:  Task 3 Lesson 3 |
| **Unit Title:**  Unit 1- Understand Place Value (Hundreds, Tens, Ones) | | | | **Corresponding Unit Task:**  Use base-ten blocks or a number line to determine how much more you will need to buy of each item. Compare how much of each item you have in current inventory to how much more you will need to buy. | | |
| **Essential Question(s):**  How do I compose numbers up to 1,000?  How do you know the values of a number?  How do patterns help me skip count? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**   * BrainPOP Jr. (Quizzes) | | **Student:**   * Matching cards (activating activity) * Envisions Lesson 17-3 * Center Activity 17-3\* * Center Activity 17-3\*\* * Inventory Investigation Part 3 * I have…Who has… cards * 2-sided Practice worksheet | | | hundreds, tens, ones, expanded form, standard form, place value blocks, value | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  2.NBT.3 Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form. | | | | | |
| **I Can Statement(s):**  I can read numbers to 1,000.  I can write numbers to 1,000.  I can use base ten numerals to read and write numbers to 1,000.  I can use number names to read and write numbers to 1,000.  I can use expanded form to read and write numbers to 1,000. | | | | | |
| **Activating Strategy/Hook:** (5 mins) (How will students become cognitively engaged and focused?)  Students will be given a card with a number written in standard form, word form, or expanded form. They will then go around the room trying to find their three-some. | | | | | |
| **Teacher Directed:** (5 mins)  Teacher will model to students the front of Envisions lesson 17-3. | | | | | |
| **Guided Practice:** (15 mins)  Teacher will guide students through the remainder of lesson 17-3, checking as you go. | | | | | |
| **Independent Practice:** (20 mins)  Students will complete 2-sided worksheet “3-digit Numbers in Expanded Notation” independently. | | | | | |
| **Closing/Summarizing Strategy:** (15-20 mins)  Teacher will “quiz” students on reading numbers to 1, 000 by using BrainPOP Jr.’s ,Place Value quiz, both easy and hard. Teacher can display this on the board and complete whole group or the teacher may give students white boards to write their answer choice.  Students will complete assessment portion of lesson.- Inventory Investigation Part 3 second column (How many more are needed to have 1,000?)  Students will play I have…Who has… using all forms of numbers.  Students may play Envisions Center Activity 17-3 \* and 17-3 \*\* or any other games as needed. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * Closing- Give harder/higher numbers to read during I have…Who has…. | | | * Closing- Give easier/lower numbers to read during I have…Who has…. | | | * Closing- Give easier/lower numbers to read during I have…Who has…. * Pre-teach vocabulary words * Include number words, vocabulary words, and place value chart in students' personal dictionaries. |
| **Assessment(s):**  Inventory Investigation Part 3 second column (How many more are needed to have 1,000?) | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |